

**Strategic Prevention Framework/State Incentive Grant
(SPF/SIG) Advisory Committee (SAC)
Meeting Notes**

Implementation Learning Community Questions

January 18, 2008

The following is a summary of the comments from the participants from all three groups.

Question: **Can you describe in six steps, your logic model process and where you are in the process?**

Response:

Group 1 Albert Gay

- Identify issue or topic
- Collect data
- Identify priorities
- Identify intervening variables/factors
- Develop strategies
- Implement

Group 2 Tasha Wilkerson

- Define consequences
- Identify use patterns
- Identify intervening variables
- Define measurement tools
- Appropriate strategies
- Measure the effectiveness

Group 3 Tracy Johnson

(Note: after a healthy discussion on this question, this group agreed 3 steps)

- Bringing Stakeholders together. Those stakeholders were identified as parents, community leaders (local government, school administrators, etc.) and others.
- Presenting an introductory lesson on logic models and data for the general audience of stakeholders that have been gathered. There was an understanding that stakeholders would be at various levels of knowledge concerning the Logic Model process.
- Reviewing each intervening variable identified through the assessment that is in the Logic Model and discussing with them what the substance abuse problems are and why.

Participants were at various levels in this process that included:

- Identification of topics
 - Collection of data
 - Identification of priorities and intervening variables
 - Developing strategies
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Question:

Have you or will you use data to assess the risk factors in your area?
If not how are you substantiating the problem?

Overall, all group participants have and will use data to assess the risk factors in their area. The risk factors were found by obtaining data in the following ways:

Response:

- Focus groups
- Surveys
- Community groups
- Existing data
- Created survey to obtain quantitative and qualitative data for specific age and cultural groups

The risk factors that they have identified are as follows:

- Perceived acceptance (i.e. social and norms in the family, community with a focus on cultural norms)
 - Pro-social family Alcohol, Tobacco and Other Drugs (ATOD) norms (i.e. norms in the family)
 - Availability of drugs (i.e. house parties, high number of permits, “blind pigs” drinking holidays)
 - Retail (i.e. specials and sales)
 - Enforcement (i.e. enforcement agencies not being consistent)
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Question:

What challenges can you identify, if any, for implementing the strategies? (This challenge is related to the previous question: “*Have you or will you use data to assess the risk factors in your area? If not how are you substantiating the problem?*”)

Response:

- Community readiness
- Presenting evidence-based models at the community level and being culturally sensitive. This includes making sure staff who implement and monitor services are also culturally competent.
- Finances, to serve everyone.
- Data not available for small counties.
- Data is county wide instead of city-based.
- Some data that is needed is simply not available.
- After data is reviewed and the results do not support the current focus, staff and agencies, regardless of the results, want to continue with the current focus.
- No evidence-based programs that fit the population.
- Providers implementing services appropriately.
- Keeping people (i.e. stakeholders) at the table until an action plan is devised, and revisions are repetitious.

Question:

What strategies have you selected to impact the intervening variables and why?

Response:

- Increase readiness.
- Environmental (social marketing).
- Evidence-based programs.
- Compliance checks made on campus..
- Use data to begin collecting to help implementation.
- Engage community level as much as possible.
- Incorporate what is known with opportunities.
- Maintaining balance of state needs/community “buy in.”
- New members a challenge to implement. (Do you limit?) E-mail list/feed-back on workgroups orientation community.

Question:

Have you identified the intervening variables in your region? Are you able to relate to the causal factors or intervening variables in the logic model?

Response:

- Yes: Allowing the reg. group to “prioritize.” Allowing community do so as well, because of data/data groups.
- Yes: Capacity building level at the present time.
 - Group members to develop the process.

- Further define as it goes to local level.
- Focus on community readiness (Paula Feathers – SWCAPT).
- Advance the community. The community coalitions will report to the CEW/CSPPC which will serve as a sub-group.
- IP → Block grant
- Obj. → Implement to CA and CSPPC
- How to keep collecting/reviewing is key, but implementation is the key as well.
- *One community was not sure about the assessment process that was done on them because they questioned the data* (however as they spoke more on the process it was revealed that it came by way of surveys with key stakeholders in the community)
- The importance of data and population change were also discussed during this question.

Question:

What challenges can you identify, if any, for implementing the strategies? (This challenge is related to the previous question “Have you identified intervening variables in your region?”)

This question generated the most conversation of all the questions. The following bullets list some of the challenges discussed:

Response:

- The stage of readiness the community is at.
 - The difficulty of trying to move an existing coalition to the next level, meaning the SPF process. The comfort level of the community and how they are used to doing things on a program level, as opposed to causing changes on a population level.
 - The capacity of the community to implement the strategy.
 - Commitment from the community to the strategy and the implementation of it. One of the answers to this challenge was to do Town Hall Meetings in order to encourage a buy-in from the community.
 - Culture was seen as a potential challenge for any strategy.
 - Being culturally aware so that we don’t generalize a community, and thereby realize that there is diversity even within a specific culture.
 - It was agreed upon within the group that being culturally competent was a long process and that it was like a developing root system that trees go through.
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Question: ALL GROUPS

List up to 3 areas of training or technical assistance that you would like the State to provide.

Response:

- Larry and Carolyn should group CA’s where they are. (progressively) and provide T.A. at those respective levels.

- Individual/peer support.
- Cultural competency and sensitivity.
- Training information related to cost bans (formula). What will this look like?
- Would like to have a built in mechanism to talk about successes and to celebrate.
- Consider offering cultural competency training at the State level; To be approved by MCBAP.
- More information on evaluation (i.e. definitions, programmatic, and tools).
- PIRE to populate at the community level.
- Sustainability (long range).
- Overall on SPF process (all levels of groups).
- Data collection and analysis.
- Utilization and evaluation (how to use it over time).
- Evidence-based programming practices and policies.
- Substance Abuse Prevention Specialist Training (SAPST) – what is an identified menu?
- Communication – “How to roll out” key phrases, etc?
- Keeping the cultural diversity/richness at the forefront.
- Engaging youth at a community and State level.
- How can communities access data (maybe a data showcase).
- Can the State open the door for CAs to access data from other agencies that would not be willing to share data otherwise? In other words, they would like to be able to use the State for leverage purposes when trying to get information from unwilling agencies. It would be nice if the State could send a letter stating that the data needed is for a State project and that the CAs are working under State authority.
- How to organize a community.
- A practical, non academic training on Strategic Planning so that community members can come and get a simplistic understanding.